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ABSTRACT

This document is an examination, formulated by the Council of Mexican-American Affairs Head Start Bilingual Education Committee, designed to correlate the experiences in preschool education of the children tested to the educational background generally expected of a child entering a typical American public school. It is designed for administration by the classroom teacher, at the beginning of kindergarten or first grade; or at the end of Head Start of any other preschool program. The test booklet is prefaced by an instructional information section that includes an introduction, general instructions, information on recording and scoring, specific instructions, and a bibliography. The test is composed of three parts: Part I deals with selected concept areas; self identification, motor development and academic development. Part II consists of an observational checklist to be completed by the teacher after at least 10 periods of observation, and Part III tests language preference. This evaluation was designed to allow for cultural differences and can be used with monolingual as well as bilingual children. (Author/SB)

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BILINGUAL SCHOOL READINESS EVALUATION

IN SPANISH AND ENGLISH

Preliminary Teacher Edition

PS 008162

by

C.M.A.A. Bilingual Education Committee

1970

WORKSHOP ON THE

BILINGUAL SCHOOL READINESS EVALUATION IN ENGLISH AND SPANISH

Presentation by Marianne Lee, Instructor
University of Southern California

1975 SOUTHERN CALIFORNIA BILINGUAL EDUCATION CONFERENCE

CONSULTA TOCANTE A

LA EVALUACION BILINGUE EN ESPANOL E INGLES CON RESPECTO A LA PREPARACION PARA LA ESCUELA PRIMARIA

Discursante - Marianne Lee
Instructora, Universidad del Sur de California

1975 CONFERENCIA DE LA EDUCACION BILINGUE
EN EL SUR DE CALIFORNIA

PS 008162

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Sally Sanchez

The Bilingual School Readiness Evaluation in English and Spanish was developed by the C.M.A.A. Headstart Bilingual Education Committee between October, 1969 and May, 1970.

Marianne Lee, Editor and Technical Advisor
Illustrations by Irma Gonzalez

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CONCILIO DE ASUNTOS MEXICO-AMERICANOS

PROGRAMA DE HEADSTART

COMITE PARA LA ENSEÑANZA BILINGÜE

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La Evaluación Bilingüe en Español e Inglés con respecto a la Preparación para la Escuela Primaria fué formulado por el Comité desde el mes de Octubre de 1969 hasta el mes de Mayo de 1970.

Redacción y consultación lingüística -
Marianne Lee

Consultación artística -
Irma Gonzalez

Patente de "Propriedad Literaria" (C)
obtenido 1970 por el Comité para la Enseñanza Bilingüe del C.M.A.A. Headstart, Los Angeles, California.
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INFORMATION CONCERNING THE

BILINGUAL SCHOOL READINESS EVALUATION IN ENGLISH AND SPANISH

The purpose of pre-school education and also of Headstart is to prepare children for successful attendance in school. Therefore, the content of this evaluation consists of what, in the opinion of tha authors, are the pre-requisites of the public school: What is expected of the young child at the time he begins his formal education? Specific concepts and activities are involved and these constitute what is known as "reference criteria." Each child may be evaluated only after he has received instruction in the specific areas. Each child must be considered individually and only in relation to the criteria; and there may not be any comparison between or competition among children. The authors, all Headstart teachers, considered their own pupils in the development of the Evaluation. This means that the 300 children enrolled in the Council of Mexican-American Affairs Headstart Program in East Los Angeles, in 1970, constitute the "reference group" for the BILINGUAL SCHOOL READINESS EVALUATION IN ENGLISH AND SPANISH.

Content of the Evaluation

Part I: Selected Concept Areas

A. Self-Identification. Does the child know his name, address, telephone number? Does he know the names of his parents and the concepts of "brother", "family", "job", etc. in either language?

B. Motor Development. Has the child had prior opportunity to participate in playground activities, such as jumping rope, climbing a ladder, riding a tricycle? This is not a question of skill in performance, rather an indication of exposure to an activity. Manual, eye-coordinated activities, such as cutting with scissors, drawing, and tying bows are also included in this section.

C. Academic Concept Development. Does the child know the meaning of certain words (in either Spanish or English) and recognize the concept in terms of concrete objects?

Shape....Size....Number....Color

Can the child relate himself and the world around him to a picture, that is a pictorial representation of reality? . . . .Weather,.....Story Sequence and Story Character.....Community Life and Activity (i.e., a family at mealtime).

Visual Perception - recognition of shapes similar to letters
Auditory Perception - recognition of similar and different sounds

Part II.: Observation Checklists

There are three questionnaires completed by the teacher or assistant, after at least ten periods of observation. Does the child enjoy musical and art activities? Does he participate in and occasionally initiate such activities? Is he aware of music and art in the classroom environment? How does he relate to other children and adults in the pre-school setting? The purpose of these questionnaires is not to grade or judge the child; rather, to consider his needs within the school setting.

Part III: Language Preference:

Can the child demonstrate some understanding of English and Spanish by carrying out directions given in each of these languages? Can he understand and speak these languages at superficial and deeper levels of fluency by responding to questions posed in each language? The teacher asks slightly different questions in each language and encourages the child to respond. The child may switch languages as the conversation continues. This will indicate his preferences but it is not a complete measurement and may not be used to label, score or stereotype the child. Linguistically, the school setting in itself can certainly not be considered as adequate in measuring individual language preference or dominance.

Techniques Used in the Evaluation:

Three types of traditional evaluation techniques are used:

(1) "Subjective Evaluation" - opinions of teacher, assistant and parents, based on at least 10 observation periods.

(2) "Objective Evaluation" - guided responses to questions: Specific language or activity responses are expected.

(3) "Free Response" - an innovative technique in which the child may respond in terms of his own language and activity and in which only the general meaning or content of the categories are evaluated.

Recording and Scoring: This evaluation was developed in protest against standardized testing and against any type of examination which may be used to classify, label or sterotype children; or to consider them in terms of an unfamiliar culture. There is no final score. Teachers should not be required to make summaries of subtotal scores for their class. No mathematical manipulation of scores is permitted.

ACKNOWLEDGMENTS

A number of persons assisted and supported the authors during the development of the evaluation and, later, during its dissemination. We wish to extend our gratitude and appreciation to the following persons: The Council of Mexican-American Affairs and Mr. Luis Negrete, C.M.A.A. Headstart Project Director during 1968-1971; all Headstart personnel during the period of development, with special thanks to Mrs. Rosemarie Sims, Child Development Supervisor; Feliza Lara, Social Worker; Adeline Garcia Cruz, Nutrition Supervisor; Jean McDowell, Parent-Involvement Supervisor; Alicia de León, R.N.,Project Nurse. Critical reading of the manuscript was donated by Dr. Manuel Guerra, Dr. Alice Thompson and Dr. Hilario S. Pena. Dissemination within the Headstart program was donated by Maria Angulo, Marco Peña, Dr. Ella Nomland, Mary Maher, Arturo Moncayo, Melvin Suhd. Special acknowledgment is extended to the late Ruben Salazar, the first to give critical consideration to this project. Subsequent audio-visual development was begun under the direction of Carlos Garcia, Chicanos Into Media; and continued by the U.S.C. School of Education, Teacher Corps Migrant, Dr. Patricia H. Cabrera, Director. Instructional Technologist Chip Arn produced the video-tape, assisted by Eduardo Gomez. Narrators are Maria Natera and Ralph Arroyo, U.S.C School of Education. Special recognition and gratitude are extended to Teresa Rodriguez, Demonstration Teacher in the video-tape and Nutrition Supervisor, Plaza de la Raza Headstart; and to the parents and children residing near Vallejo Headstart Center who are seen in the videotape. . . This project is not available for commercial distribution. Marianne Lee, Editor, U.S.C. School of Education, Los Angeles 90007.

INFORMACION TOCANTE A

LA EVALUACION BILINGUE EN ESPANOL E INGLES CON RESPECTO A LA PREPARACION PARA LA ESCUELA PRIMARIA

Como respuesta a la necesidad de un instrumento evaluativo que se acomode al nivel de pre-escuela en general y particularment al del programa de "Headstart", un grupo de maestros de "Headstart desarrollaron esta evaluación para determinar el estado de preparación de niños para asistir a las escuelas públicas. Probablemente, es la primera evaluación bilingüe formulado por un grupo de maestros, en una comunidad chicana, con "Propiedad Literaria".

Esta evaluación se enfoca en el niño y se orienta hacia la comunidad. No se lleva a cabo con motivo de obtener una punctuación final, ni de determinar el grado al que el niño debe ser asignado, ni de realizar una correlación de coeficiente intelectual (I.Q.) Debe ser administrado por los maestros o sus ayudantes. No hay un límite de tiempo para hacer la evaluación. Las ilustraciones usadas son relativamente neutrales en cuanto al valor cultural y fueron al principio diseñadas por Irma Gonzalez, una de las autores. Los materiales manipulativos requeridos se encuentran a la disposición gratuita an las clases pre-escolares. Se puede hablar español o inglés, o una combinación de ambos idiomas en las Partes I y II. La Parte III trata de destacar el idioma preferido del niño y es aplicable solamente a los niños bilingües o parcialmente bilingües. En esta parte se indica el idioma con el cual debe empezar la maestra la conversación. Los principios lingüisticos envueltos pueden ser adaptables también a otros idiomas .

El propósito del aprendizaje pre-escolar, así como el del programa "Headstart" es preparar a la niñez a comportarse según la disciplina escolar. Por lo tanto, el contenido de esta evaluación consiste de lo que los autores identificaron como las requisitas de la escuela pública. Se trata precisamente de ciertos conocimientos y actividades conocidos como "criterios de referencia." Es preciso evaluar a cada niño solamente después de haberle enseñados los dichos criterios. Además, nunca resulta una comparación entre niños, sino una evaluación del desempeño individual según los mismos criterios. Al formular la evaluación, los autores, como maestros de "Headstart", tomaron en cuenta a los alumnos en sus propias clases. Lo cual significa que "el grupo de referencia" para esta evaluación bilingue fueron los 300 niñitos inscritos durante el año escolar de 1970 en el programa de Headstart del Concilio de Asuntos Mexico-Americanos, en el Este de los Angeles.

El Contenido de la Evaluación

Parte I - Conocimientos Seleccionados

A. Identificación Propia. ¿Conoce el niño su dirección, número de teléfono, el apellido de sus padres, etc.? ¿Conoce los conceptos de "hermano," "familia," "trabajo."?

B. Desarrollo Motor. ¿Ha tenido el niño la oportunidad de participar anteriormente en actividades tales como saltar la cuerda, subir escaleras, andar en triciclo? No se trata de averiguar su habilidad de ejecución, sino de encontrar una indicación de la experiencia. Además, se trata de evaluar la experiencia de los niños con respecto a habilidades manipulativas, así como cortar con tijeras, dibujar, amarrar moños.

C. Desarrollo de Conceptos Académicos. ¿Conoce el niño el significado de ciertas palabras - ya sea en español o en inglés - y sabe identificar tales conceptos en términos de un objetivo concreto?

forma....tamano....cantidad.....color?

¿Puede identificarse el niño o identificar aspectas de su medio-ambiente en un dibujo, imagen, pintura o cualquier representación de la [illegible]alidad? . . . . clima ....cuentos....historietas en secuencias....los personajes....vida y actividades de la comunidad?

Percepción visual - reconocimiento de formas similares a las letras.
Percepción auditiva - reconocimiento de sonidos similares y diferentes.

Parte II: Observaciones por la Maestra

La maestra o su ayudante, que conocen bien a los niños, anotan por medio de un cuestionario la experiencia anterior que tuvo cada niño con respecto a actividades musicales y actividades de arte. ¿Le gustan al niño estas actividades, participa en ellas, a veces iniciándolas? También se anota la información sobre el desarrollo social y emocional. Sin embargo, en estos cuestionarios no se debe calificar, es decir juzgar. Se trata nada mas de evaluar a cada niño con el motivo de ayudarlo individualmente en el desarrollo de su propio aprendizaje.

Parte III: El Idioma Preferido

¿Puede el niño demostrar comprensión de algo en inglés o español, mediante la ejecución de ciertas instrucciones en cada uno de estos idiomas? ¿Contestando a preguntas formulados en ambos idiomas, puede el nino comprender y hablar en los dos idiomas a un nivel de fluidez superficial o profundo? La maestra hace preguntas, animando al niño a contestar. El nino empieza a conversar, y entonces, a continuación, cambia el idioma o sigue platicando. De esta manera, el niño indica su preferencia. Sin embargo, esto no debe ser una medida total para calificar o categorizar al niño porque según la teoría linguïstica, no basta el ambiente escolar para una evaluación perfecta de lenguaje.

Métodos de la Evaluación.

Se usan tres métodos tradicionales:
(1) La "evaluación sujetiva" - opinión de la maestra, ayudante, y padres, basada por lo menos en 10 periodos de observacion.
(2) La "evaluación objetiva" - respuestas dirigidas por la maestra para realizar una contestacion o actividad específica.
(3) La "respuesta espontánea" - una técnica innovativa en la cual el niño puede responder en términos de su propia lengua o actividad, y en la cual tan sólo el significado general o el de las categorías sera evaluado.

Calificación e Informe.

Como ésta obra se opone a la manera de sacar notas o puntaje para comparar a niños, a clases o a escuelas según las ideas de otra cultura, no hay punctuación final. No se permite que la maestra componga un resumen de los resultados de la evaluación. Por eso, ninguna de las técnicas matemáticas de comparación son aplicables o relevantes.

AGRADECIMIENTOS

Muchas personas ayudaron y apoyaron a los autores durante la formulación de esta evaluación y después, para hacerla conocida entre las autoridades educativas y la comunidad. Saludamos a los siguientes, extendiendo nuestro reconocimiento y agradecimiento:

El Consejo de Asuntos Mexico-Americanos; Sr. Luís Negrete, C.M.A.A. Director del Headstart, 1968-1971; todo el personal de C.M.A.A. Headstart durante el período de desarrollo, y especialmente a Rosemarie Sims, Supervisora de Desarrollo Infantil; Feliza Lara, Trabajadora Social; Adeline Cruz de Garcia, Supervisora de Nutrición; Jean MacDowell, Supervisora de Participación de Padres Alicia de León, R.N., Enfermera del Proyecto. La lectura crítica del manuscrito fue donado por el Dr. Manuel Guerra, la Dra. Alice Thompson y el Dr. Hilario Peña. La diseminación y desarrollo dentro de Headstart fue donada por Maria Angulo, Marco Peña, Dra. Ella Nomland, Mary Maher, Arturo Moncayo, Melvin Suhd. Extendemos un reconocimiento especial al fallecido Rubén Salazar por la lectura crítica original y su alientación. En el presente, el desarrollo audiovisual empezó bajo la dirección de Carlos Garcia, Coordinador de Jóvenes Chicanos en los Medios de Informacion; y sigue continuando por la Universidad del Sur de California, Departamento de Educación de Maestros - el Cuerpo de Maestros Migrantes - la Dra. Patricia H. Cabrera, Directora. El técnico de medios de la enseñanza Chip Arn sacó la grabación audiovisual, con ayuda del Eduardo Gomez. Los locutores son Ralph Arroyo y María Natera de la Universidad del Sur de California, Departamento de Educación de Maestros. Se extende un agradecimiento especial a Teresa Rodriguez, la maestra de la "video-cinta", y Supervisora de Nutrición de Plaza de la Raza Headstart; y a los padres y niños que viven cerca de la Escuela Vallejo de Headstart y que también participaron en el desarrollo audiovisual.

Esta obra no es de venta. . . Redactora-Coordinadora: Marianne Lee, Universidad del Sur de California, Escuela de la Educación, Los Angeles, California 90007.

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TABLE OF CONTENTS

Instructional Booklet — Page

Introduction 1

Purposes 1

History 3

General Instructions 4

Recording and Scoring 8

Specific Instructions 12

Bibliography 24

Test Booklet

SUPPLY LIST i

Part I. SELECTED CONCEPT AREAS 1

A. Self-Identification 1

B. Motor Development 2

C. Academic Concept Development 3

Shapes 3

Size 3

Quantity 4

Color 4

Weather 5

Literature 6

Community Activities 7

Visual Perception 9

Auditory Perception 10

SUMMARY OF SUB-TOTAL SCORES 12

Part II. OBSERVATION CHECKLISTS 13

A. Music Appreciation 13

B. Art Appreciation 13

C. Social and Emotional Development 14

Part III. BILINGUAL PREFERENCE 16

A. Bilingual Ability to Understand

English and Spanish 16

English 16

Spanish 17

B. Bilingual Ability to Understand and Speak

English and Spanish 17

English 17

Spanish 18

SUMMARY OF SUB-TOTAL SCORES 19

BILINGUAL SCHOOL READINESS EVALUATION

IN ENGLISH AND SPANISH

Instructional Booklet

Preliminary Testing Edition

INTRODUCTION

Purpose. The purpose of the Bilingual School Readiness Evaluation is to correlate the experiences in preschool education of the children tested to the educational background generally expected of a child entering a typical American school system. It is designed for administration by the classroom teacher, at the beginning of Kindergarten or First Grade; or at the end of Headstart or any other pre-school program.

This evaluation is not limited to bilingual Spanish and English-speaking children. It may be administered entirely in English or entirely in Spanish, and the Spanish text might be translated into other languages spoken in the United States of America. For administration to children living outside the continental United States or in a migratory farming setting or on an American Indian reservation, some adaptation may be necessary.

The representative areas of concept development have been selected in an attempt to avoid conflicting cultural attitudes and practices and to present an environment of neutral class structure rather than one of middle class structure. This is not to claim that the Evaluation is "culture-free", but rather that, hopefully, it may be bi-culturally relevant. For example Question #17, "Where would you find a bed?"

recognizes that many children may not sleep in a bed, yet know from books or television what a bed is; or Questions #72 to #75, regarding Community Life Picture No. 10, requires the child to recognize that a family or a group of people is eating, not what or how they are eating.

The linguistic principles underlying the bilingual composition of the Evaluation stipulate that the basic academic concepts required of the primary American school child do not necessarily depend upon the English language, and may just as well be acquired in a non-English-speaking child's mother tongue. This is very obviously true with regard to the Spanish language. However, in certain American Indian languages, where color and numerical values are expressed according to a different ideology, special adaptation to concept development in the mother tongue would be necessary.

Learning a new language is not the same as learning to recognize and express concepts and ideas in a familiar language. Thus, before beginning bilingual instruction in English and Spanish, it is important that the bilingual child's ability to understand and speak English should be assessed in comparison with his ability to speak and understand his original language or mother tongue, Spanish. For this reason, PART III evaluates the bilingual child's skill in understanding and speaking both of these

languages, giving due credit for bilingual performance. This section may be eliminated when the evaluation is administered to monolingual children.

History. The evaluation was developed by the Council of Mexican-American Affairs Bilingual Education Committee, composed of seven Headstart teachers who are bilingual in English and Spanish and who teach their classes bilingually. The Committee met in weekly conferences from October, 1969 through June, 1970. Much role playing was done among the members to develop concepts and questions; sometimes the material was tested in the Headstart classes before being incorporated in the Evaluation. The "typical" C.M.A.A. Headstart child, as described by the Committee, was considered as the standard subject. Technical guidance relative to test construction and linguistic theory was provided by Marianne Lee, Headstart Child Development Supervisor. All original illustrations were created by Irma Gonzalez, a member of the Committee.

The need to develop the evaluation arose out of the California contractual requirement that all Headstart children be tested through a nationally standardized instrument which forbids the use of any language

other than English and which appears to be weighted somewhat in the direction of middle class American cultural patterns. Since approximately 40 per cent of Council of Mexican American Affairs Project Headstart enrollees speak little or no English, the majority of the teaching staff indicated the opinion that the test represented the typical C.M.A.A. Headstart child and teacher in an unfavorable light and that bilingual education was being depressed by such an instrument, rather than encouraged. To the knowledge of the authors, no comparable evaluation has been devised in California.

Acknowledgements are gratefully extended to Dr. Alice Thompson, Professor of Psychology, California State College at Los Angeles, for preliminary consultation and for critical reading of the Preliminary Testing Edition.

GENERAL INSTRUCTIONS

Both formal and informal administration procedures are used in this evaluation. Time limits have been relaxed and no restrictions placed on the language used, except as stipulated for Part III. The techniques

used are guided and free verbal and manipulative responses and observation. The rationale for the above is as follows:

Informal administration. Testing may be done in a group situation, i.e., around the snack table, or in an informal individual setting, such as a few minutes before class time. No time limits are set - the teacher-examiner may ask one group of questions at one occasion, another group at another occasion.

The purpose of informal testing techniques is to remove fear, pressure or the strangeness of the procedure and to consider the child in a more natural setting.

Formal administration. The teacher-examiner sits down with one child at a time to complete the questioning. However, again no time limit is necessary and testing may be accomplished over a period of days.

The purpose of the formal testing techniques is to elicit a specific verbal or manipulative response, with the subject (the child) being unaware of the response of his peers. However, the removal of time limits again represent an effort to remove the pressure and the undetermined or variable effects of lack of concentration or readiness.

Time Limits. Time limits have been a standard device in test administration, primarily to facilitate scoring. It is the opinion of the authors that they are neither necessary nor relevant for the purpose of this school readiness evaluation.

Language. Concept development and readiness for formal, school-type instruction does not depend on a particular language, but rather on the USE of language as symbols for thought and for communication. Therefore, the major part of the evaluation may be administered in either English or Spanish, or in a mixture thereof, that is in any way in which the child may communicate freely.

However, Part III, which is designed to evaluate the individual's knowledge of both English and Spanish, must be administered according to the specific directions in each language designated. For monolingual children Part III may be omitted.

Guided response. A specific reply, or verbal response, or a specific manipulative response (non-verbal) is elicited by the teacher-examiner. Usually, this may be scored 1 or 0 (yes or no). The majority of the questions are arranged in this manner for easy administration and scoring.

Free Response. The child is encouraged to speak or act freely, without time or other limitations. In this way, individual creative skills in self-expression, imagination or manipulation are being included in the evaluation. The teacher-examiner then rates the child (by observing him) according to an ascending scale, usually 0-1-2-3. Although this technique is more subjective and difficult to administer than the Guided Response technique, it is considered more favorable for the evaluation of creative behavior.

Observation. The child does not need to be aware that he is being evaluated according to this procedure. The teacher-examiner may make notes on several children while an activity is in progress (i.e., outdoor play). Thus, if the teacher already knows that a child can jump or ride a tricycle, no further formal or informal testing is necessary.

Part II is entirely scored by observation techniques. A scale of "never - sometimes - always" (also an ascending scale) has been devised for rating musical and art appreciation. An unscored description of each child, according to a checklist of specific criteria, completes Part II.

RECORDING AND SCORING

Directions for Scoring. For the conveniene of the teacher-examiner, scores may be recorded right in each test booklet, in the boxes provided opposite each consecutively numbered question. The letters "G.R." or "F.R." indicate "guided response" or "free response," respectively, and assist the teacher-examiner in understanding the scoring pattern; as follows:

Most of the questions represent guided responses. These are usually scored either "1" (i.e.,"yes"or correct response) or "0" (i.e.,"no"or incorrect response or no response).

In a few instances, there are two parts to a guided response. These questions are scored "2" for both parts answered correctly, "1" for one part correct and "0" for an incorrect or no response. For example:

Question 6: Ask the child to tell you his mother's name. (first and last)

First name only		1	
First and last names			2
Mama, etc., or no response . .	0		

The"free response" items afford an opportunity for an imaginative or creative child to score extra points. An ascending scale is provided: "0" (incorrect

or no response), "1" (minimal response acceptable), "2" (good or average or adequate response) and "3" (exceptional or very extensive response).

Additional instructions regarding specific questions are given in the text and in the section entitled, Specific Instructions, pages 12 to 19.

At the end of each section in the Test Booklet, Part I, the scores are simply added to form a sub-total score and transferred to the SUMMARY OF SUB-TOTAL SCORES CHART, Page 12.

Part II, Section C (Social and Emotional Development) does not need to be scored at all. It is a descriptive evaluation technique (observation) and may be directly entered on the questionnaire, in the space provided, pages 14 and 15.

Part III of the Test Booklet, as explained above (page 5) may be omitted in the evaluation of children who are strictly monolingual. However, although Spanish may be the language spoken in the home, most children will have been exposed to English on television, through older siblings or various other possible sources. These children must be evaluated by Part III. Scores in Part III are based on language of the response as well as on the correctness of the response and are explained in detail in the Specific Instructions, pages 20 to 23, and recorded separately on Page 19 of the Test Booklet. All individual summary sheets, pages 12, 13, 14, 15 and 19 of the Test Booklet may be reproduced on colored paper for easier reference.

Interpretation of Scoring. The total numerical score on this evaluation is of minor importance and may never be used to identify or classify -- or stereotype -- a child with regard to intelligence, or achievement; neither may it be used to determine grade level or to predict future school success. For this reason there are no provisions made for the computation of a final score; sub-total scores only are recorded for Parts I and III (pages 12 and 19) and there are no numerical scores at all for Part II.

As explained in the Introduction, the purpose of this evaluation is to compare the actual pre-school educational experience of each particular child with the pre-school experience customarily expected of children who enter a typical American school system. Consequently, a low numerical score on any section of Part I simply indicates that the subject (child) has not yet been exposed to the educational content represented by that particular section, and that, therefore, this content material must be incorporated into his primary curriculum, at either the Kindergarten or First Grade level.

Part I may be administered readily and effectively in either English or Spanish. That is, neither the language used by either the subject (child) or the teacher-examiner, nor the use of a dialect, have any bearing whatsoever on the

scoring. This factor established the linguistic principle that basic academic concept development is not confined to any particular language. Therefore, for the child who responded to Part I in Spanish, the implications are clearly that his basic education in the primary grades should be conducted in Spanish, while he is also learning English as a second language.

A low score in Section A (Music Appreciation) and B (Art Appreciation) of Part II indicates that the child needs more experiences in this area to develop his interest and enjoyment. Section C of Part II, the unscored questionnaire on Emotional and Social Development, is simply a descriptive device to make the teacher more aware of the child's strengths and weaknesses in this area, and to assit him in fully utilizing the strengths and in improving the weaknesses.

Part III is to be considered and interpreted separately from the other parts of the evaluation. It is designed to pinpoint the language in which the bilingual child communicates best, as well as indicate his ability to communicate in the alternate language. Some children will demonstrate the remarkable talent of being able to

communicate equally well in English and Spanish, but the majority may be expected to show a clear-cut preference. Reinforcing the indication obtained from the language in which the child responded to Part I, the language to be used for the initial school experience of the subject will be more clearly focused by Part III.

SPECIFIC INSTRUCTIONS

Part I. A. Self-Identification: Verbal - informal, Questions 1 through 20. Encourage the child to talk freely in either English or Spanish, but score only the information requested in each question. Numbers 5 and 20 are free response questions, designed to indicate how well the child can express himself verbally in the language he knows best. Be sure that he feels comfortable before these are scored. Numbers 6 and 7: Score one point for each, first and last names. Score two points if the child explains that either his mother or his father are not living in his home. Number 13: Verify the phone number, if any. Score two points if the child states that he has no phone. Numbers 16 to 19: Accept any answer that indicates that the child knows the item in question. (Example "in the home" or "In the store"as a response to No. 16,

or "on T.V." may be correct. It must be considered that some children who are being evaluated by this instrument may not have a stove nor a kitchen in their homes.

B. Motor Development. Non-verbal - informal, Questions 21 through 40. This section is deliberately culture-loaded, but not according to verbal criteria. Therefore, a low score in this section has no relation whatsoever to the language spoken in the child's home. However, it does indicate that the child may never have had an opportunity to learn to ride a tricycle, roll on a mat, jump rope, cut with scissors, tie a bow, etc. These activities represent middle class American cultural patterns. Many American schools expect five or six-years-old children to have been exposed to such activities. Consequently, children who score low in this area are not necessarily "low achievers" or physically immature; they simple were not yet taught these skills.
The entire class may be evaluated at one time for motor development. The teacher-examiner observes each child briefly during each activity and scores discretely during or after the activity. An assistant may score in the teacher's presence and at his direction. If the teacher-examiner already knows whether or not a child

knows how to skip, for example, no further testing is necessary.

C. Academic Concept Development. Formal, verbal and non-verbal. Questions 41 through 103. This entire section must be administered individually. "Formal administration" means that the specific wording in either English or Spanish must be used, when indicated. Have the required supplies ready and available before beginning each sub-section. Check the supplies against the Supply List provided. (Test Booklet, pages i, ii)

Section (1) Concepts related to shape: non-verbal, numbers 41-43. Use Cardboard Discs, A-B-C and classroom blocks in the shapes indicated. Point to each shape, as indicated. Several cardboard discs in each of the three shapes (round, square, triangular) are provided. In this manner, the child must select a disc on the basis of the concept rather than through a process of elimination.

Section (2) Concepts related to size: non-verbal, nos. 44-46. Use cardboard boxes D-E-F and Beads G-H-I. Arrange these items in random fashion so that the child must coordinate them.

Section (3) Concepts related to quantity; verbal and non-verbal, nos. 47 - 50. Arrange the small, plastic spoons neatly on the table, in front of the child.

Section (4). Concepts Related to Color. (Nos. 51-53, non-verbal, verbal). Arrange the eight color disks on the table, in the manner indicated:

(J) red	(N) yellow
(K) orange	(O) brown
(L) green	(P) blue
(M) purple	(Q) black

Nos. 51, 52, and 53 are scored to indicate a <u>total</u> pattern of color concept. Thus, each response to the individual color questions in No. 51 and 52 is valued at 1/8 of one point; either to name each color (in a set of eight color) <u>or</u> the ability to recognize the name when it is mentioned by the teacher. In No. 53 the scoring of 2/8 for each response indicated the relation of the two concpets, the name <u>and</u> the color, expressed by the child without prompting by the teacher.

Section (5). Concepts Related to Weather. (Nos. 54-57, non-verbal and verbal). Present the four pictures in the order indicated, placing all in front of the child at the same time. The criteria here is not whether or not he recognizes the weather concepts from the pictures.

Section (6). Concepts Related to Literature. (Nos. 58 - 71, verbal). This is the most difficult part of the evaluation an is designed to give indication of

creativity and imagination, as well as experience in listening to a story. A child who has not had the opportunity of having stories told or read to him in either English or Spanish will have difficulty. This is an indication that such experiences must be provided before that child can participate successfully in the American urban school.

"Character" means the person depicted in the pictures. The "situation" is the activity depicted, i.e., eating, as related to a story. "Sequence" means the order in which events take place - a very important concept in learning to read. (In this particular case, any order is acceptable: eating, washing, sleeping; or sleeping, eating, washing, etc. The important factor is that the child recognizes a sequence among the pictures and thereby relates the pictures to each other. The "theme" of a story is the meaning or message it conveys. "Identification with a character" means that the child can think of something about himself or about someone he knows in relation to the "character" in a story or in a picture. (Example: "I wash my hands too before eating.") "Identification with the situation" means that the child can relate to the situation in a picture. (Example: "I don't eat in the morning.")

The scoring scale varies greatly in this section. Use the boxes provided to indicate the proper scoring in eqch question. In the Free Response questions, Nos. 60 and 61, give 2

points when imagination is indicated by the child.

In Subsection (b), Creative Story Development, the self-identification of the child with the character shown in the pictures is an indication of imagination and creativity. It means that the child can "put himself" in the place of a character and feel or react as the character might do. A young child might respond like this: "The girl in the picture is smiling; and I smiled a lot when it was my birthday and they gave me a cake." Free Response Questions, Nos. 67, 69 and 71 present opportunities for an imaginative child to relate these two pictures to each other - - perhaps with a little prompting by the teacher.

Follow the instructions in the text closely in order to elicit from the child the desired response; for example: in No. 34 (identification), say: "when do <u>you</u> feel happy?" Use the boxes provided as an indication of the scoring.

Section (7). Concepts related to Community Life, (Nos. 72 - 85, verbal). Strenuous effort was made to provide class neutrality in this section. The emphasis is on the <u>activity</u>, i.e., eating, playing, washing oneself, and not upon the tools used, the clothes worn or the surroundings. The child may be expected to identify himself with the activities of eating, playing and washing; and it is assumed that these activities are bi-culturally relevant. Free Response questions afford opportunity for a..

mature child to express his own opinion. Provide ample time and encouragement for these questions. (No. 75, 79, 82, 85) Use the boxes provided as an indication of the scoring requirements. Present each picture separately, following the question wording exactly.

Section (8). Concepts relating to Visual Perception, (Nos. 86 - 95). This is a non-verbal exercise in reading readiness, in which the child is asked to match symbols drawn on ten individual cards with identical symbols all drawn on a large master card. Some of the symbols may already be known to the child.

In order to avoid guessing and arrangement of cards in a left-to-right, top-to-bottom progression, the individual cards were numbered and corresponding numbers assigned to the representation of each symbol on the master card. Be sure to present only one card at a time, in the order designated.

Section (9). Concepts in relating to Auditory Perception, (Nos. 96 - 103). This is a non-verbal exercise in sound discrimination; the child may respond simply by shaking or nodding his head or, if preferred, may say "yes" or "no". The instruments selected are

usually available in many American pre-school or primary classrooms. Two woodblocks and two sand blocks are necessary plus one triangle and one maraca. In the event that some or none of the instruments indicated are available, substitutions may be made. (The purpose of this exercise is to determine whether or not a child can distinguish between similar and dissimilar sounds and not to test him on his familiarity with the particular musical sounds selected here.)

The presentation of sounds has been arranged in an order to present the most readily discernible sounds first. Next, a very obvious contrast is introduced, followed by a more subtle contrast. The less discernible sounds are then introduced, first singly and then in contrast. It is strongly recommended that these sounds be made available and presented in the order indicated.

PART II

A. Music Appreciation and B. Art Appreciation: Observation, Questions 104 through 113. The teacher-examiner rates the child according to the checklists provided: (a) never, (b) sometimes, (c) always. Considerable observation on the part of the teacher must take place before a child can be rated. Selection of musical and artistic "activities" to be observed is made by the teacher, in accordance with the cultural preference or custom of the children.

C. Social and Emotional Development. Observation, Questions 114 through 126. No scoring is necessary for this section. Entries are made directly on the questionnaire, pages 14 and 15.

Individuals vary greatly in the area of social and emotional development, and a scale that tries to fit all children into a single pattern cannot do justice to each child. The purpose of this section is to observe and to describe, not to score the child. On the basis of the description which must be as objective as possible, adults may obtain an understanding of the child's strengths and weaknesses in social and emotional development; and then guide the child accordingly in his future learning.

PART III

Bilingual Ability to Understand and Speak English and Spanish

Note: This section is designed for administration to children whose families speak one of the following:

1. Spanish only
2. Spanish and some English
3. Spanish and English, equally well
4. English and some Spanish

Each child must be treated individually, i.e., formal administration.

Bilingualism has many levels, stages and phases, and the ability to understand a language does not necessarily

Mean that one can also speak (or read and write) it. Moreover, when two languages are in contact in the life of a bilingual person, that person's attitude toward the two languages greatly affects his desire and ability to understand and speak them. Consequently, a child who hears one language in the home and another one in school or among his playmates may continue to understand the home language, but speak in the other or in a mixture of both. Part III is designed to evaluate this relationship and to give an indication to (the teacher) of which languages he communicates comfortably. It may well be that he is most comfortable in a mixture of the two languages or in a dialectal variation of either one. Young children should be encouraged to express themselves freely, in any language or dialect; and a child who can respond equally well to the commands and questions of Prt II in both English and Spanish indicates considerable bilingual skill!

A. Bilingual Ability to UNDERSTAND English and Spanish: Formal adminstration, non-verbal, Questions 127 through 132. Section (1) English and Section (2) Spanish. Adhere strictly to the language indicated. There are two parts to each command. For example:

No. 127 - "Go to the desk" (Part 1). . . . . .and
"Bring me a pencil" (Part 2)

Pause briefly after Part 1 to give the child a chance to carry it out, then continue. Score as follows:

Two points if the child can carry out both parts: ☐ ☐ 2

One point if the child carries out one part: ☐ 1 ☐

If the child does not appear to understand the command, repeat it slowly, twice only in the language indicated. If the child does not carry out the command after hearing it three times, score 0: 0 ☐ ☐

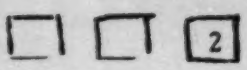
B. Bilingual Ability to UNDERSTAND AND SPEAK English and Spanish. Formal - Verbal, Questions 133 through 150. Section (1) English and Section (2) Spanish. Adhere strictly to the language indicated.

Conversation is initiated by the teacher-examiner on the basis of six pictures, three in English and three in Spanish. These pictures were designed specifically in an effort to select topics which are common, but not conflicting in Anglo-American and Mexican-American culture. Thus, it is intended that the topics discussed bi bi-cultural; but it is recognized that they are not "culture-free". For example: a child may not be familiar with an apple, but would be able to answer questions concerning an orange; or, again, a child living in a migrant farm setting might recognize a radio but not a telephone. Thus, substitutions may be made. The purpose is to evaluate the child's ability to converse separately, in each of two languages; not to evaluate hif familiarity with specific objects which may or may not be representative of his culturaly identity.

Show one picture at a time, in the order designated and ask only the questions specified, in the order designated. The teacher-examiner must adhere strictly to the language indicated, without telling the child in which language to answer. Score as follows:

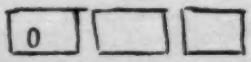
Guided Responses (G.R.)

Two points for a response in the language indicated



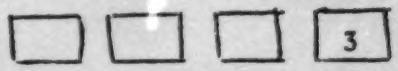
One point for a response in the alternate language

0 if no response is made

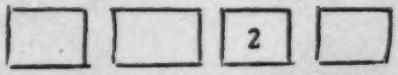


Free Responses (F.R.)

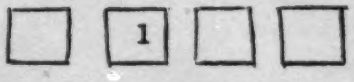
Three points if the child answers freely and extensively in the language indicated



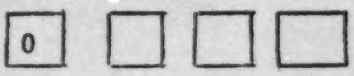
Two points for an average response in the language indicated



One point for resopnse in the alternate language



0 if no response is made



Los Angeles
July, 1970

Marianne Lee

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BILINGUAL SCHOOL READINESS EVALUATION

IN ENGLISH AND SPANISH

Test Booklet

Preliminary Testing Edition

COUNCIL OF MEXICAN-AMERICAN AFFAIRS

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The Bilingual School Readiness Evaluation in English and Spanish was developed by the C.M.A.A. Headstart Bilingual Education Committee between October, 1969, and May, 1970.

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SUPPLY LIST

The following supplies are required for part I., C, Academic Concept Development, and for Part III, B, Bilingual Ability to UNDERSTAND AND SPEAK English and Spanish. Check these materials in your kit and have them ready before beginning these areas of the Evaluation. Check also the Specific Instructions in the Instructions Booklet, pages 14 to 19, and 22 through 23.

Part I., C. ACADEMIC CONCEPT DEVELOPMENT

Section (1) Shape: nine cardboard discs
Disc A - round
Disc B - square
Disc C - triangular

The Teacher provides classroom blocks in identical shapes.

Section (2) Size:
Cardboard Box D - small; Bead G - small
Cardboard Box E - medium; Bead H- medium
Cardboard Box F - large; Bead I - large

Section (3) Quantity
10 small palstic spoons

Section (4) Color
8 Color Cards, lettered as follows:

J - Red	N - Yellow
K - Orange	O - Brown
L - Green	P - Blue
M - Purple	Q - Black

Section (5) Weather

Picture #1 - Sunny Day
Picture #2 - Cloudy Day
Picture #3 - Rainy Day
Picture #4 - Windy Day

Section (6) Literature:

Picture #5 - Child Sleeping
Picture #6 - Child Brushing Teeth
Picture #7 - Child Eating
Picture #8 - Happy Child
Picture #9 - Sad Child

Section (7) Community Activities:

Picture #10 - A Family at Mealtime
Picture #11 - Children at Play
Picture #12 - A child Washing Herself
Picture #13 - Firemen in Action

Section (8) Visual Perception:

Master Visual Perception Plate
10 individual Visual Perception Cards
(The cards are numbered and contain one symbol each. A corresponding numbers is assigned to each corresponding symbol on the Master V.P. Plate, back side)

Section (9) Auditory Perception:

The following are provided by the Teacher:

2 wood blocks	(Pounding sound)
2 sand blocks	(Scraping sound)
1 maraca	(shaking sound)
1 triangle	(tingling sound)

PART III.,B. BILINGUAL ABILITY TO UNDERSTAND AND SPEAK ENGLISH AND SPANISH.

Section (1) English:

Picture #14 - Car
Picture #15 - Telephone
Picture #16 - Scissors

Section (2) Spanish:

Picture #17 - Chair (Silla)
Picture #18 - Dog (Perro)
Picture #19 - Apple (Manzana)

PART I

SELECTED CONCEPT AREAS

A. SELF-IDENTIFICATION

Instructions. Verbal-informal, No. 1 through 20. Ask the child to tell about himself (in English or Spanish or a mixture thereof). Score the Guided Response (G.R.) items listed in each question either 1 or 0. Score the Free Responses (F.R.), Nos. 5 and 20, two points for a very extensive answer, one point for a simple or "average" answer, zero for no answer.

		Response	Scale 0	1	2
1.	His first name	G.R.	☐	☐	
2.	His last name	G.R.	☐	☐	
3.	His age	G.R.	☐	☐	
4.	His sex	G.R.	☐	☐	
5.	What does he like to do?	F.R.	☐	☐	☐
*6.	Mother's name (first, last)	G.R.	☐	☐	☐
*7.	Father's name (first, last)	G.R.	☐	☐	☐
8.	Mother's occupation	G.R.	☐	☐	
9.	Father's occupation	G.R.	☐	☐	
10.	Does he have brothers?	G.R.	☐	☐	
11.	Does he have sister?	G.R.	☐	☐	
12.	His address (street, number)	G.R.	☐	☐	☐
**13.	His phone number (correct or incorrect)	G.R.	☐	☐	☐
14.	Does he live in an apartment or in a house? (apartment or house)	G.R.	☐	☐	☐
15.	Does he live upstairs or downstairs? (upstairs or downstairs)	G.R.	☐	☐	☐

* Score two points for both and one point for one of the names. Score two points if the child states that one parent does live in the home.

** Score one point for incorrect number, two for correct number.

			0	1	
*16.	Where would you find a stove?	G.R.	☐	☐	
*17.	Where would you find a bed?	G.R.	☐	☐	
*18.	Where would you find a T.V.?	G.R.	☐	☐	
*19.	Where would you find a toilet?	G.R.	☐	☐	
20.	What does he like about his home?	F.R.	☐	☐	☐
	SUB-TOTAL SCORE, SELF-IDENTIFICATION				☐

B. MOTOR DEVELOPMENT

Instructions: Non-verbal, informal, observation, Nos. 21 through 40. After repeated observation and anecdotal recording, the teacher completes this section. Please refer to Specific Insturctions, Instructional Booklet, page 13, for a discussion of this section.

Large Muscle Development. Can the child....?

		0	1
21.	Walk	G.R. ☐	☐
22.	Run	G.R. ☐	☐
23.	Jump	G.R. ☐	☐
24.	Skip	G.R. ☐	☐
25.	Gallop	G.R. ☐	☐
26.	Roll on a mat or a hill	G.R. ☐	☐
27.	Ride on a tricycle	G.R. ☐	☐
28.	Throw a ball	G.R. ☐	☐
29.	Catch a ball	G.R. ☐	☐
30.	Climb a ladder	G.R. ☐	☐
31.	Climb up and go down a slide	G.R. ☐	☐
32.	Balance on a board	G.R. ☐	☐
33.	Jump rope	G.R. ☐	☐

*Please see Instructional Booklet, pp. 12 and 13 for discussion.

Small Muscle Development: Can the child . . . .

			0	1
34.	Cut with scissors	G.R.	☐	☐
35.	Thread beads	G.R.	☐	☐
36.	Build with blocks	G.R.	☐	☐
37.	Scribble with crayons	G.R.	☐	☐
39.	Work a simple puzzle (10-15 pieces)	G.R.	☐	☐
40.	Tie a bow	G.R.	☐	☐

SUB TOTAL SCORE, MOTOR DEVELOMPENT . . . . . ☐

C. ACADEMIC CONCEPT DEVELOPMENT

Instructions: This category has nine sub-categories. Administration is formal, that is, one child at a time. Both verbal and non-verbal response techniques are used. Use either English or Spanish, or both, to give directions to the child. Please refer to Instructional Booklet, pages 12 through 19.

Section (1). Concepts Related to Shapes. Non-verbal. Provide nine cardboard discs, A-Round, B-Square and C-Triangular. Provide classroom blocks in corresponding shapes and varying sizes as concrete objects. Do not arrange the discs and blocks to match each other. Ask child to point to, or indicate:

41. Round.....Redondo (Discs A) G.R. ☐ ☐
42. Square.....Cuadrado(Discs B) G.R. ☐ ☐
43. Triangular.....Triangulo(Discs C) G.R. ☐ ☐

Section (2). Concepts Related to Size. Non-verbal. Provide three cardboard boxes in graduated zizes, D-Small, E-Medium

and F-Large prepared for this section, as well as the Beads, G-Small, H-Medium and I-Large. Arrange these in random fashion, so that the child must coordinate them. Ask the child to do the following:

	Response	Scale 0	1
44. Put the small object into the small box.	G.R.	☐	☐
... Pon el objeto pequeño en la caja pequeña			
45. Put the medium object in the medium box.	G.R.	☐	☐
... Pon el objeto mediano en la caja mediana			
46. Put the big object into the big box	G.R.	☐	☐
... Pon el objeto grande en la caja grande			

Section (3). Concepts related to Quantity, verbal and non-verbal. Provide ten plastic spoons as counters and arrange them neatly on the table. The child may use these when counting by rote. Ask the child to do the following:

47. Count to ten . . . . Cuenta hasta diez	G.R.	☐	☐
48. Give me two . . . . . Dame dos	G.R.	☐	☐
49. Now, give me eight . Ahora, dame ocho	G.R.	☐	☐
50. Which one has less, you or I?	G.R.	☐	☐
...?Quién tiene menos, tú o yo?			

SUB-TOTAL SCORE, SHAPE, SIZE, QUANTITY ..... ☐

Section (4). Color Concepts, verbal and non-verbal. Provide the eight color cards designed for this test and arrange them on the table in the following order:

J-Red.....Rojo	N-Yellow.....Amarillo
K-Orange.....Anaranjado	O-Brown.....Color de cafe'
L-Green.....Verde	P-Blue .....Azul
M-Purple.....Morado	Q-Black.....Negro

This exercise is designed to test the name of the color as well as the visual concept. In No. 51 and 52, score each concept

1/8 of one point (8 colors x 1/8 point = 1 point) In Question 53 there are two concepts per color, and the scoring is weighed 2/8 x 8 = 2 point.

Response SCALE

51. The teacher points to each color, asking the child to name it: ☐ ☐ ☐

... What color is this? . . . ¿De que color is esto?

J ☐ K ☐ L ☐ M ☐ N ☐ O ☐ P ☐ Q ☐ G.R. O ☐

52. The teacher names each color, asking the child to point to it:

... Show me red, etc. . . . Enseñame rojo, etc.

J ☐ K ☐ L ☐ M ☐ N ☐ O ☐ P ☐ Q ☐ G.R. O ☐

53. The teacher asks the child to pick up any color card he wishes and name the colors -- until all are named:

... Tell me the name of each color. . .Dime el nombre de cada color:

J ☐ K ☐ L ☐ M ☐ N ☐ O ☐ P ☐ Q ☐ G.R. O ☐

SUB-TOTAL SCORE, COLORS. (Maximum = 4 Points) . ☐

Section (5) Concepts related to Weather. Provide the four Weather Plates, Pictures #1, #2, #3 and #4 designed for this test. Accept the comment, "hot", when the child talks about the "Sunny Day". Discuss the weather, if necessary to elicit the desired response. Word your initial question, as follows:

"Show me the picture that shows a [sunny] day."

"Enseñame el cuadro de un dia de [sol]."

Present the picture in the following order:

54. Pict. #1 Sunny Day....Un dia de sol G.R. ☐ ☐

55. Pict. #2 Cloudy Day...Un dia nublado G.R. ☐ ☐

56. Pict. #3 Rainy Day....Un dia de lluvia G.R ☐ ☐

57. Pict. #4 Windy Day....Un dia de viento G.R. ☐ ☐

SUB-TOTAL SCORE, SEC. (5) WEATHER..... ☐

Section (6) Concepts Relating to Literature.

Verbal. Please refer to Specific Instructions, pages 15-17, Instructional Booket, for an explanation of the concepts involved. Provide the five Story Plates (Pictures #5, #6, #7, #8, and #9) designed for this test. (Nos. 58 through 71)

Subsection (a) Story Sequence Development

Criteria and rating for this subsection are:

Identification with the character	0 - 1
Identification with the situation	0 - 1
Development of a sequence	0 - 1 - 2
Development of a theme	0 - 1 - 2

Arrange Pictures #5, #6 and #7 on the table. In a relaxed, conversational manner, ask the child to give a name to the child in the pictures and to tell a story about the child in the pictures. (In English or Spanish or a mixture or dialect thereof) Score as indicated by the boxes. Encourage the child to express himself freely on the Free Response Questions, Nos. 60 and 61. After your conversation, rate:

Did the Child?	Response	Scale 0	1	2
58. Give a name to the child in the pictures	G.R.	☐	☐	
59. Recognize (or identify with) the situation indicated in the pictures	G.R.	☐	☐	
60. Recognize or develop an applicable sequence indicated by the pictures	F.R.	☐	☐	☐
61. Develop a theme from the pictures	F.R.	☐	☐	☐

Subsection (b) Creative Story Development

Criteria and rating for this subsection are:

Description of feelings	0 - 1 - 2 - 3
Development of a plot or sequence	0 - 1 - 2 - 3
Identification with Character	0 - 1 - 2 - 3
Combination of the two Creative Story Pictures ina single theme	0 - 1 - 2 - 3

Arrange the remaining Story Plates, Pictures #8 and #9 on the table. Ask the child to remember the child in the three pictures just discussed and to make up a story about that same child. (In English or Spanish or a mixture thereof) Use the boxes provided as an indication for scoring.

Point to Picture #8. Did the Child?...	Responce SCALE			
	0	1	2	3
62. Remember the child in the Story Sequence Development pictures and assign the same name.	G.R. ☐	☐		
62a. Describe feelings indicated in Pict. #8	G.R. ☐	☐	☐	☐
63. Develop a plot or sequence in relation to Picture #8	F.R. ☐	☐	☐	☐
64. Identify with the character in Pict. #8	F.R. ☐	☐	☐	☐

Point to Picture #9. Did the Child?...				
65. Remember the child in the Story equence Development Pictures and the Pict.#8 and assign the same name	G.R. ☐	☐		
66. Describe feelings indicated in Pict.#9	G.R. ☐	☐	☐	☐
67. Relate feelings indicated in Pict.#9 to feelings indicated in pict.#8	F.R. ☐	☐	☐	☐
68. Develop a plot or sequence in relation to pict.#9	F.R. ☐	☐	☐	☐
69. Relate the plots for Pict.#8 and #9	F.R. ☐	☐	☐	☐
70. Identify with the character in Pict.#9	F.R. ☐	☐	☐	☐
71. Indicate a combined identification with the character in #8 and #9	F.R. ☐	☐	☐	☐

SUB-TOTAL SCORE, SEC. (6) LITERATURE..... ☐

Section (7) Concepts related to Community Life. Verbal

Provide the four Community Life Plates selected for this test.

*Pictures to be reproduced by permission of the California Dairy Council

Picture #10: A Family at Mealtime
Picture #11: Children at Play
Picture #12: A Child Washing Herself
Picture #13: Firemen in Action

These pictures were selected in an effort to keep the community life concepts relatively neutral with regard to culture. The emphasis, therefore is on activities which take place in all human cultural settings: Food, play, care of self, protection.

Criteria and rating for this section are:

Recognition of communal activity	0-1
Identification with communal activity	0-1
Purpose of the activity discussed	0-1-2

Ask the child the specific questions regarding each picture.

Score the correct G.R. only. On the Free Response-Questions, Nos. 75, 79, 82 and 85, score two points only for very extensive answers.

	Response Scale 0 1 2
Picture #10	
72. What ar they doing?	G.R. ☐ ☐
... ¿Que estan haciendo?	
73. Who is eating?.....¿Quien esta comiendo?	G.R. ☐ ☐
74. Do you eat?.....¿Tu comes tambien?	G.R. ☐ ☐
75. Why do you eat?....¿Por que comes?	F.R. ☐ ☐ ☐
Picture #11	
76. ..What are they doing?	G.R. ☐ ☐
... ¿Que estan haciendo?	
77. Who is playing? ....¿Quien esta jugando?	G.R. ☐ ☐
78. Do you play?.....¿Tu juegas tambien?	G.R. ☐ ☐
79. With whom do you play?	F.R. ☐ ☐ ☐
... ¿Con quien juegas?	
Picture #12	
80. What is she doing?	G.R. ☐ ☐
... ?Que esta haciendo la niña?	

		0	1	2
81. Do you wash?.....?Tu´ te lavas?	G.R.	...		
82. Why do you wash?.....?Para que´ te lavas?	F.R.			
Picture #13				
83. Who are they?(the men in the picture) ... ?Quiénes son?(los señores in este cuadro)	G.R.			
84. What do they do?... ..?Que´ hacen?	G.R.			
85. Why do they put out fires? ... ?Por que´ apagan el fuego?	F.R.			

SUB-TOTAL SCORE, SECTION (7) COMMUNITY LIFE .....

Section (8) Concepts related to Visual Perception. Non-Verbal

Provide the Master Visual Perception Plate and the ten individual Visual Perception Cards, #1 through 10, designed for this test. Each individual card contains a design which matches one of the designs on the Master Plate. The purpose of this exercise is to have the child recognize the identical designs.

Present the cards in the order indicated on the right hand botton corner of each card. The corresponding symbols on the Master Card are also numbered accordingly. Present only one card at a time, and remove the card from the table (or turn it upside down) after the child has finished with it. Be sure each card is turned exactly the way it appears on the master card. Do not assist the child, nor encourage him in matching the symbols. If he makes no indentification or an improper one, simply remove the card and continue with the next card. Each card is scored as a separate Guided Response.

Place the Master Visual Perception Plate in front of the child and make sure the individual cards are assembled in the proper order. Then, begin the questioning, as follows:

"We are going to play a game. See if you can find something like this on the big card."

"Vamos a jugar, A ver si puedes hallar en la tarjeta grande algo que parece esta tarjetita:"

	Response	Scale 0	1	
85. V.P. Card #1	G.R.	☐	☐	
87. V.P. Card #2	G.R.	☐	☐	
V.P. Card #3	G.R.	☐	☐	
V.P. Card #4	G.R.	☐	☐	
Card #5	G.R.	☐		
Card #6	G.R.	☐		
92. V.P. Card #7	G.R.	☐	☐	
93. V.P. Card #8	G.R.	☐	☐	
94. V.P. Card #9	G.R.	☐	☐	
95. V.P. Card #10	G.R.	☐	☐	____

SUB-TOTAL SCORE, SECTION (8) VISUAL PERCEPTION .....____

Section (9) Concepts related to Auditory Perception. Non-Verbal. The purpose of this exercise is to have the child recognize identi- sounds and distinguish between sounds as "alike" and "different". vide the six thythm instruments assembled as testing equipment this section. These are, as follows:

Pounding sound.....wood blocks (two)
Shaking sound .....maraca (one)
Tingling sound.....triangle (one)
Scraping sound.....sand blocks (two)

Place these six instruments in a box on your lap, so that child does not see them. The eight pairs of sounds have been in an approximate order of difficulty in discernment;

Play the first member of each pair of sounds. Pause for about ten seconds; then play the second member. Each pair is scored as a separate Guided Response. Explain the exercise to the child, as follows:

"I am going to make some sounds. Listen carefully."
"Voy a tocar unos sonidos. Escucha atentivamente."

Now play the triangle sound one time, then say:

"This was one sound!".....¡Esto fué un sonido"

"Now, listen to the next sound:"
"Ahorita, escucha al próximo sonido:"

Play it. Then say:

"Is it the same sound?".....¡?Es el mismo sonido?"

(The child may shake or nod his head, or reply "yes" or "no")

Scale:0 1

96. Triangle sound.....pause.....Triangle (tingling) G.R. ☐ ☐

97. Wood blocks .....pause...Wood blocks (pounding) G.R. ☐ ☐

98. Maraca (shaking).....pause...Triangle G.R. ☐ ☐

99. Sand blocks .....pause ..Wood blocks (Scraping) G.R. ☐ ☐

100. Maraca (shaking).....pause...Maraca G.R. ☐ ☐

101. Maraca(shaking) .....pause...Sand blocks G.R. ☐ ☐

102. Sand blocks .....pause...Sand blocks (Scraping) G.R. ☐ ☐

103. Sand blocks.....pause...Maracas (Scraping) G.R. ☐ ☐

SUB-TOTAL SCORE, SECTION (9) AUDITORY PERCEPTION.....___

BILINGUAL SCHOOL READINESS EVALUATION IN ENGLISH AND SPANISH

SUMMARY OF SUB-TOTAL SCORES

Name of Child .....Age....years....months

Date.....School or Agency.....

Class or Grade.....Teacher.....

Language spoken in home: Check only one

English only.....__ English and some Spanish.....__
Spanish only.....__ Spanish and some English.....__
English and Spanish equally.....__
English and/or Spanish and another language .....__

Preferred language of Child.....

PART I	Child's Score	Total Score Possible
A. Self-Identification	_____	26
B. Motor Development	_____	20
C. Academic Concept Development		
Sections 1,2,3(Shape,Size,Quantity)	_____	10
Section 4 (Color groups)	_____	4
Section 5 (Weather)	_____	4
Section 6 (Literature)		
(a) Story Sequence	_____	6
(b) Creative Story	_____	29
Section 7 (Community Activities)	_____	18
Section 8 (Visual Perception)	_____	10
Section 9 (Auditory Perception)	_____	8
TOTAL SCORE, PART I ONLY	_____	135

COMMENT: (optional)

PART II

OBSERVATION CHECKLISTS

A. MUSIC APPRECIATION

Instructions. Observation and teacher-rating; verbal and non-verbal, Nos. 104 through 109. Based on not less than ten observation periods, including anecdotal records, the teacher rates the pupil according to the following scale:

(a) never
(b) sometimes
(c) always

	Responses to Checklist		
	a	b	c
104. Listens to music	☐	☐	☐
105. Participates in singing activities	☐	☐	☐
106. Participates in dancing activities	☐	☐	☐
107. Seems to enjoy musical activities	☐	☐	☐
108. Initiates musical activities	☐	☐	☐
109. Appears to enjoy music	☐	☐	☐

B. ART APPRECIATION

Instructions. Observation and teacher-rating; non-verbal, Nos. 110 through 113. Based on not less than ten observation periods, including anecdotal records, the teacher rates the pupil according to the following scale:

(a) never
(b) sometimes
(c) always

	Response to Checklist		
	a	b	c
110. Participates in art activities	☐	☐	☐
111. Seems to enjoy art activities	☐	☐	☐
112. Seems to feel proud of his accomplishments in art activities	☐	☐	☐
113. Appears to be aware of art in his environment	☐	☐	☐

C. SOCIAL AND EMOTIONAL DEVELOPMENT

Instructions. This unscored questionnaire is a descriptive device to make the teacher more aware of the child's strengths and weaknesses in this area, and to assist him in fully utilizing the strengths and in improving the weaknesses. After conscientious observation and anecdotal recording, the teacher describes the child according to the following criteria:

114. Attention span:

115. Response to authority

116. Ability to follow directions

117. Willingness to share (toys, supplies, attention)

118. Acceptance by peers

119. Ability to play with other children

120. Ability to play by himself

121. Initiation of own play activities

122. Need for help in getting started in individual and group activities

C. (Continued)

123. Insistence upon personal rights

124. Expression of own ideas

125. Evidence of use of imagination

126. Evidence of creativity

Note: If desired, additional and more detailed description may be added here.

PART III

BILINGUAL COMPETENCE IN UNDERSTANDING AND SPEAKING ENGLISH AND SPANISH

Note: This part of the Evaluation is designed for individual administration to children whose families speak one of the following:

1. Spanish only
2. Spanish and some English
3. Spanish and English, equally well
4. English and some Spanish
5. Spanish and English and/or another language

Please refer to the Instructional Booklet, pages 20-23, for an extensive discussion of Part III.

A. Bilingual Ability to UNDERSTAND English and Spanish. Instructions: Formal, non-verbal, Nos. 127 - 132. The following commands, given by the teacher, are in two parts; for example:

(1) (2)
Go to the desk / and / bring me a pencil.

Score 2 points for both parts carried out correctly; one point for one part; zero for no response or incorrect response. Pause briefly after the first part of the command. Do not repeat a command more than twice. Adhere strictly to the language designated; do not assist the child.

Section (1) English. Can the child understand and carry out these instructions: Scale: 0 1 2

127. Go to the desk / and bring me a pencil. G.R. ___ ___ ___

128. Get a book / and open it. G.R. ___ ___ ___

129. Pick up a chair / and put it in front of the door. G.R. ___ ___ ___

Section (2), Spanish. Give the following commands in Spanish. Can the child understand and carry out these directions?

		0	1	2
130. Lleva un libro / sobre la mesa	G.R.	☐	☐	☐
131. Abre la puerta / y luego ciérrala	G.R.	☐	☐	☐
132. Busca la pelota / y tráemela	G.R.	☐	☐	☐

SUB-TOTAL SCORE, PART III-A..... ☐

B. Bilingual ability to UNDERSTAND AND SPEAK English and Spanish. Formal, verbal, Nos. 133 through 150. Adhere strictly to the language designated. Provide the six Bilingual Evaluation Plates, Pictures #14 through #19 designed for this test. The criteria for Section B are:

Identification of picture
Description of picture or of item shown
Discussion (elaboration) of item shown

The child is rated as follows: Guided Responses: Two points if he answers correctly in the language designated; one point if he answers in the alternate language; zero for an incorrect or for no answer. Free Responses: Encourage the child to speak freely in the language designated and score three points for good self-expression. Score two points for a brief or "average" response in the language designated; one point for a response in the alternate language; zero for an incorrect or no response.

Section (1), English. Provide Pictures #14, #15 and #16 and ask the following questions in English. Do not tell the child in which language to answer:

	Response	Scale 0	1	2	3
Picture #14 (Car)					
133. What is this?	G.R.	☐	☐	☐	
134. What do you do with it?	G.R.	☐	☐	☐	

		0	1	2	3
135. Can you tell me something about it?	F.R.	☐	☐	☐	☐
Picture #15 (Telephone)					
136. What is this?	G.R.	☐	☐	☐	
137. What do you do with it?	G.R.	☐	☐	☐	
138. Can you tell me something about it?	F.R.	☐	☐	☐	☐
Picture #16 (Scissors)					
139. What is this?	G.R.	☐	☐	☐	
140. What do you do with it?	G.R.	☐	☐	☐	
141. Can you tell me something about it?	F.R.	☐	☐	☐	☐

Section (2) Spanish. Provide Pictures #17, #18 and #19 and ask the following questions in Spanish. Do not tell the child in which language to answer.

		0	1	2	3
Picture #17 (Silla - Chair)					
142. ?Qué es esto?	G.R.	☐	☐	☐	
143. ?Para qué es?	G.R.	☐	☐	☐	
144. ?Puedes decirme mas sobre una silla?	F.R.	☐	☐	☐	☐
Picture #18 (Perro - Dog)					
145. ?Qué es esto?	G.R.	☐	☐	☐	
146. ?Qué hace?	G.R.	☐	☐	☐	
147. ?Puedes decirme mas sobre un perro?	F.R.	☐	☐	☐	☐
Picture #19 (Manzana - Apple)					
148. ?Qué es esto?	G.R.	☐	☐	☐	
149. ?Para qué es?	G.R.	☐	☐	☐	
150. ?Puedes decirme mas sobre una manzana?	F.R.	☐	☐	☐	☐

SUMMARY OF SUB-TOTAL SCORES

PART III

BILINGUAL ABILITY TO UNDERSTAND AND SPEAK ENGLISH AND SPANISH

Name of Child.....Date.....

Preferred Language of Child.....

Language spoken Child's Home: Check one only

Spanish only .....__
Spanish and some English .....__
Spanish and English, equally.....__
English and some Spanish.....__
Spanish and English and another language....__

	Child's Score	Total Score Possible
A. Bilingual Ability to UNDERSTAND Spanish and Englis		
Section 1 (English)	____	6
Section 2 (Spanish)	____	6
B. Bilingual Ability to UNDERSTAND AND SPEAK English and Spanish		
Section 1 (English)	____	21
Section 2 (Spanish)	____	21
TOTAL SCORE, PART III ONLY	____	54

Comments concerning the Child's Bilingual Ability and Preference: (Optional)